

**Department of Public Instruction
Student Services/Prevention and Wellness**

Writing Measurable Violence Prevention Outcome Objectives

Effective and useful evaluation begins with measurable outcome objectives. Carefully defining your objectives based on identified priorities will more likely result in your intended outcome. Following are definitions, elements, and characteristics of violence prevention outcome objectives.

I. Types of Objectives:

Outcome Objectives

Outcome objectives describe what you want the targeted population to know, be able to do or behave like upon completion of a prevention activity, program, service or curriculum. Outcome objectives can measure knowledge, skills, attitudes, behaviors and protective factors. **DPI requires this type of objective for the State AODA Grants, Tobacco Grants and Title IV Grants.**

Process Objectives

Process objectives describe how your prevention activity, program, service or curriculum will be implemented. These types of objectives describe procedures, training activities, purchasing of materials and other elements necessary to reach the outcome objective. This could be referred to as the implementation plan. This type of objective is not required for the above mentioned grants, but will provide you with a “road map” to reach your intended outcome.

II. Elements of an Outcome Objective

WHO – Who will be your target population?

HOW MUCH or HOW MANY – Degree of change for the targeted population?

WHAT – Change in what?

BY WHEN – When will the intended outcome be reached?

MEASURED BY WHAT – What means will be used to measure progress?

III. Criteria to use when writing an Outcome Objective

Refer to the **S.M.A.R.T.** acronym when drafting your objective.

S = Specific. Outcome objectives are specific. It is best to use one action verb in the objective. Objectives that contain more than one action verb are more difficult to measure. The greater the specificity the greater the measurability.

M = Measurable. Outcome objectives have to be measurable.

A = Appropriate. Outcome objectives are culturally, developmentally and socially suited. The objective should be based on an identified need of a target population.

R = Realistic. Outcome objectives are realistic. If the outcome objective reflects an unrealistic change and the program, curriculum, service implemented shows positive progress, but did not meet the objective it might be perceived as ineffective.

“Change is not always fast and dramatic nor should it be. The smartest, most strategic change is a routine process of incremental improvement.” John D. Wiley, UW Madison Chancellor.

T = Time Specific. An outcome objective contains a time frame indicating when the objective will be reached.

Example of an Outcome Objective:

By May 31, 2009 (**By When**) as a result of implementing The Second Step Violence Prevention Curriculum, the percentage of Elementary School students (**Who**) think violent/aggressive behavior is harmful to them and others (**What Change**) will increase by 20% (**How Much**) as measured by comparison of the WINSS School Climate Survey results from 2007 to the WINSS School Climate Survey results of 2009 (**Measured By What**).